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ABSTRACT

Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics), administered by Theodore Roosevelt High School's foreign languages and bilingual education department, was designed to provide newly arrived students with bilingual instruction in computer technology and business. In its third year, the program served 275 limited-English-speaking students from the Caribbean, Central America, and Cambodia in grade nine through eleven. The project offered a wide range of courses, including English as a second language (ESL), Spanish, bilingual content-area instruction, computer technology, and business. Computer use for academic preparation increased during the project. Lack of a Khmer-speaking teacher made individualized content-area instruction for Cambodians infeasible; however, Khmer-speaking paraprofessionals assisted students in courses taught in English. Academic, career, and personal counseling, staff development, and parental involvement were included in the program. Analysis of student achievement data indicates: (1) students met program objectives in ESL; (2) Spanish language program objectives were met; (3) course passing rate objectives were met for computer and keyboarding courses, but not for mathematics; and (4) the attendance rate for participants was higher than for mainstream students. (MSE)

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O.E.A. Evaluation Section Report

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Grant Number: G00-8425058

THEODORE ROOSEVELT HIGH SCHOOL

PROJECT TEACH

1986-87

Prepared by the O.E.A.
Bilingual Education
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A SUMMARY OF THE REPORT

Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics) completed the final year of a three-year Title VII funding cycle in June 1987. Administered by Theodore Roosevelt High School's department of foreign languages and bilingual education, the project's major goal was to provide students with bilingual instruction in computer technology and business.

In 1986-87, the project served 275 newly-arrived students of limited English proficiency (LEP) from the Caribbean, Central America, and Cambodia in grades nine through eleven. Virtually all belonged to low-income families, and many had received only a sporadic formal education in their native country.

The project offered a wide range of courses, including English as a second language (E.S.L.), Spanish, bilingual content areas, computer technology, and business. The project's computers were increasingly being used to assist students in their academic preparation, as well as to teach them computer technology. Unfortunately, the continued lack of a Khmer-speaking teacher meant that the goal of providing students with individualized content-area instruction in their native language was not realized for the Cambodian students, who were taught in English with the assistance of Khmer-speaking paraprofessionals.

The Title VII-funded staff consisted of a director, a secretary, and two paraprofessionals. Two bilingual guidance counselors were funded by tax-levy and Chapter I monies. The project enjoyed the whole-hearted support of the principal and other administrators who intend to fund it from other sources should Title-VII funding be discontinued.

As in previous years, academic, career, and personal counseling were among Project TEACH'S chief strengths. They were provided by the project's two bilingual counselors and its bilingual family assistant, supplemented by two family assistants from the school's Dropout Prevention Program.

Staff development took place primarily in the form of outside courses and in-service workshops. In addition, the bilingual computer resource teacher taught staff members how to operate computers and devised ways of using computers for content-area instruction. English and E.S.L. teachers were trained to use word processors.

Parental involvement activities consisted of afternoon and evening E.S.L. and high school equivalency classes, parent-teacher conferences, and project-sponsored theater trips.

Program objectives were assessed in English-language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); career, computer, and math courses (teacher-made tests); and attendance (school and program records). Because of the lack of a Khmer-speaking teacher, it was not possible to assess Khmer-language development as proposed. Quantitative analysis of student achievement data indicates that:

- Students mastered 1.5 and 1.6 CREST skills per month in the fall and spring, respectively, thus meeting the program objective.
- On the average, program students made gains on La Prueba de Lectura at the statistically significant .05 level, thus meeting the program objective.
- Students met the program objective of a 70 percent passing rate in computer and keyboarding courses, but not in mathematics.
- The attendance rate for program students was significantly higher than that of mainstream students; thus, the objective was met.

To improve the quality of instruction to Cambodian students, it is recommended that efforts to recruit a Khmer-speaking teacher be continued.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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PROJECT TEACH

THEODORE ROOSEVELT HIGH SCHOOL

Location:	500 East Fordham Road Bronx, New York 10458
Year of Operation:	1986-1987, Third and final year of Title VII funding
Languages of Instruction:	English, Spanish, Khmer
Number of Participants	216 Fall, 256 Spring
Principal	Paul Shapiro
Project Director:	Carmen Miranda

I. INTRODUCTION

Theodore Roosevelt High School has offered bilingual education programs to students of limited English proficiency (LEP) since 1975. These programs for the most part have focused upon Hispanics, who presently constitute some 56 percent of the student population. However in recent years bilingual services also have been provided to Roosevelt's rapidly increasing Cambodian population, which presently constitutes four percent of the student body.

Project TEACH (Technological Enrichment and Achievement for Cambodians and Hispanics), now in its third and final year, has targeted 275 Hispanic and Cambodian students for computer and business training within a bilingual framework. The major goal of the project was to facilitate the students' linguistic and cultural adjustment to American society while preparing them to enter the job market.

The project operated under the aegis of the department of foreign languages and bilingual education, which also

administered three other bilingual programs: a program for Hispanic students, a program for Vietnamese students, and a General Equivalency Diploma (G.E.D.) program. Although it was administered independently, Project TEACH coordinated its activities with the school's other bilingual programs. The project director, who was supervised by the Assistant Principal (A.P.) of the department of foreign languages and bilingual education, also enjoyed a close collaborative relationship with the school's principal. The principal noted to a member of the evaluation team that he felt students would be better served if the project were entirely in the hands of the project director. The school administration has been extremely supportive of Project TEACH. The administration used other funds to purchase equipment that Title VII has not been able to fund.

Project TEACH'S staff consisted of a director, a bilingual computer resource teacher, a family assistant, a secretary, eight paraprofessionals, two bilingual guidance counselors, and over 50 teachers. Title VII funded the first four positions and two paraprofessionals. Chapter I supported six English as a second language (E.S.L.) paraprofessionals. Tax-levy funds paid for the guidance counselors and teachers. (Appendix A presents the characteristics of the staff serving the Title VII students.)

Project TEACH provided N.L.A. instruction in Spanish but not in Khmer. Hispanic students were taught content areas bilingually, including computer literacy. Cambodian students were taught the content areas in English, with the assistance of

two Khmer-speaking paraprofessionals. All program students received instruction in music, art, gym, and some business courses in mainstream classes. Seven courses of E.S.L., ranging from beginning to advanced levels, were provided. Placement in E.S.L. classes was based on the students' language proficiency, as determined by tests. All entering students except those coming from junior high school, were tested in English when they entered the program. Reportedly, junior high school students will also be tested beginning in September 1987.

Although the project's goal was to gradually increase English use so that the students were ready for mainstreaming by the twelfth grade, the amount of English used varied with the student's proficiency, the teacher's preparation, the course level, and the availability of materials.

MAINSTREAMING

Since bilingual courses were available only at the lower levels, there was considerable pressure to mainstream students before they reached grade twelve. There were two bilingual guidance counselors who oversaw the progress of project students, were the key persons in mainstreaming decisions, and monitored students' progress after they had been mainstreamed.

Mainstreaming was generally a gradual process that depended on several variables, such as length of time in the program, individual ability, and level of English proficiency upon arrival. However, all students who reached the twenty-first percentile or higher on the Language Assessment Battery (LAB)

THEODORE ROOSEVELT HIGH SCHOOL

PROJECT TEACH

1986-87

OEA Evaluation Report

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examination were automatically mainstreamed.

Project students usually performed well after they entered the mainstream; many made the school's honors list. (A list of students who received academic honors is included in Appendix B.)

II. STUDENT CHARACTERISTICS

Although the deterioration of the South Bronx neighborhood surrounding Theodore Roosevelt had caused the school's enrollment to decline, the number of Hispanic (particularly Central American) and Cambodian LEP students enrolling in the school was on the upswing. Many were recent arrivals who had never been served by Title VII programs.

Limited English proficiency, as indicated by scores on the LAB and the Criterion Referenced English Syntax Test (CREST), informal interviews, and teacher-made assessments were the principal means of determining students' eligibility for the project.

The project served 275 LEP students during the year under review: 216 students were present in the fall, and 256 students were present in the spring. (In other words, 197 students were enrolled both semesters; 19 were enrolled in the fall only; and 59 were enrolled in the spring only.) Data also were received for 47 students who had been included in the program in June 1986 but had left prior to the beginning of the fall semester. Twenty-six of these students were mainstreamed; six transferred to another school; five left the United States; four graduated; two left because of family problems; one earned a high school equivalency diploma; and three left for unspecified reasons. During the year under review 63 students left the program. (See Table 1.)

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By January 1987	Left By June 1987	Percent of Total
Mainstreamed	0	21	33.3
Transferred	2	12	22.2
Left U.S.	11	5	25.4
Earned G.E.D.	1	0	1.6
Other Reasons	5	6	17.5
TOTAL	19	44	100.0

- Sixty-three students (23 percent) left the program during the academic year.
- Thirty-three percent of the students who left were mainstreamed.

Of the 256 students present during the spring, 148 (58 percent) had been in the program for one year or less, 70 (27 percent) had been in the program for about two years, and 38 (15 percent) had been enrolled for three years.

Seventy percent of the project students were native Spanish speakers; and 30 percent spoke Khmer. (See Figure 1.) Most of the Hispanic students were born in Puerto Rico and the Dominican Republic. The majority of the Asian students were from Cambodia. (See Table 2.) As indicated by their eligibility for the free-lunch program all were from low-income families. Because of the poor socioeconomic conditions and political upheavals in their countries of origin, many project students had spotty educational backgrounds. Consequently, many were overage for their grade placement.

Table 3 presents the program students by age and grade. Data were available for 258 students: 24 percent were in the ninth grade; 29 percent were in the tenth grade; 36 percent were in the eleventh grade; and 6 percent were in the twelfth grade. Sixty-two percent of the students were overage for their grade placement. Grade twelve had the lowest percentage of overage students (42 percent); grade nine had the highest (79 percent).

Although most program students had a good command of their native language, in an interview the principal noted that some students came from rural areas and had had very few years of schooling. (The small percentage of LEP students who also were illiterate in their native language did not participate in

FIGURE 1

ROOSEVELT HIGH SCHOOL
DISTRIBUTION BY NATIVE LANGUAGE

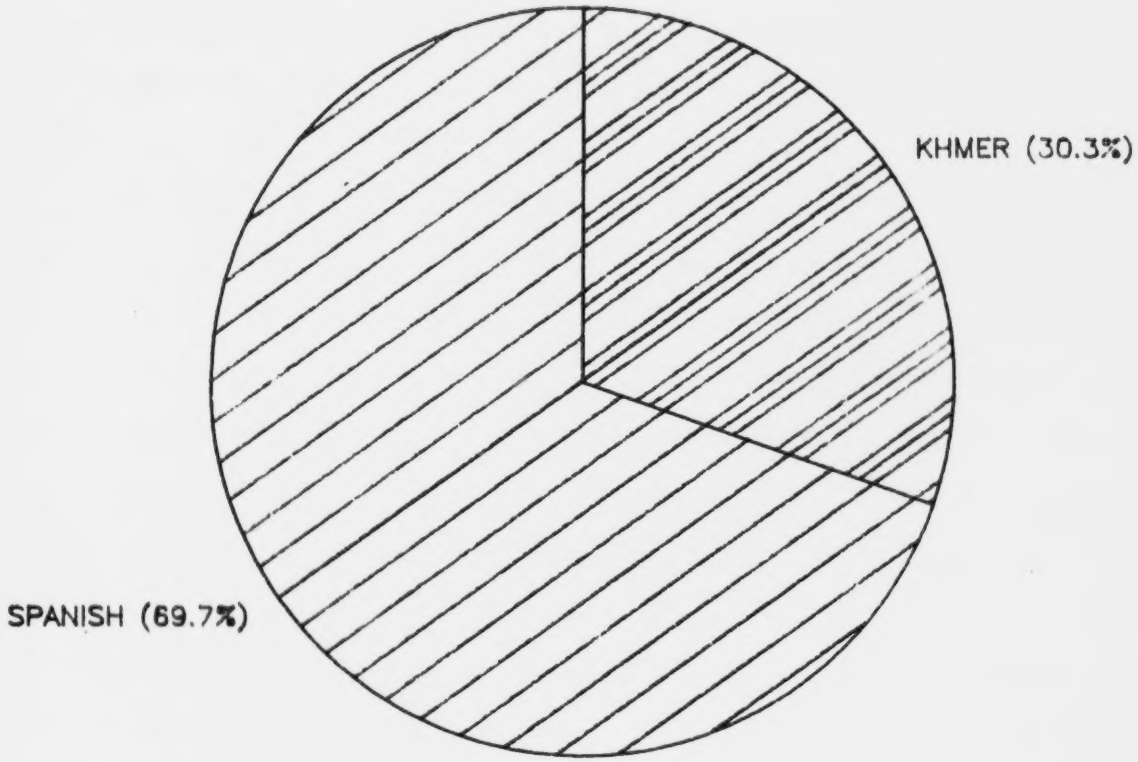

TABLE 2

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Puerto Rico	76	27.7
	Dominican Republic	72	26.3
Central America	El Salvador	2	*
	Guatemala	2	*
	Honduras	9	3.3
	Mexico	1	*
	Nicaragua	6	2.2
South America	Ecuador	16	5.8
	Colombia	1	*
	Venezuela	1	*
Asia	Cambodia	84	30.6
North America	U.S.A.**	4	1.4
TOTAL		274***	100.0

*Less than one percent.
**LEP students born in but raised outside the U.S. mainland.
***Information was missing for one student.

- The majority of the program's Hispanic students were from Puerto Rico (28 percent) and the Dominican Republic (26 percent).
- Thirty percent of the students were born in Cambodia.

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	7	1	0	0	8
15	6	8	2	0	16
16	16	22	13	1	52
17	12	24	27	6	69
18	11	12	15	4	42
19	9	9	20	5	43
20	1	3	12	2	18
21	1	4	4	1	10
TOTAL	63	83	93	19	258**
Overage Students					
Number	50	52	51	8	161
Percent	79.4	62.6	54.8	42.1	62.4

Note. Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were missing for 17 students.

- Sixty-two percent of the program students were overage for their grade placement.
- Grade twelve had the lowest percentage (42 percent) of overage students; grade nine had the highest (79 percent).

Project TEACH.)

As can be seen in Table 4, 49 students in grades nine through eleven had only eight or fewer years of education. The students' mean years of education in the native country ranged from 6.3 for ninth graders to 8.4 for twelfth graders. The mean years of education in the United States ranged from 1.3 to 3.4 for grades nine to twelve. Most of the students in grades eleven and twelve appear to have had the normal number of years of education for their grade level: only 22 eleventh graders had ten or fewer years of schooling, and only 6 twelfth graders had eleven or fewer years.

According to the director, the socioeconomic and ethnic composition of project and mainstream Hispanic students were similar. However, because their families travelled back and forth between Puerto Rico or the Dominican Republic and the U.S., project students were more mobile than their mainstream counterparts.

According to the project director, some project students came from broken homes, and many project students needed to find jobs to help the family survive. Thus, problems stemming from family difficulties often contributed to academic failure. Project TEACH tried to help these students by finding them part-time jobs that would not jeopardize their schooling. Despite their social problems, the attendance rate of project students surpassed that of mainstream ones.

TABLE 4

Students' Years of Education by Grade

Grade	Total Years of Education							Years Education Native Country		Years Education United States	
	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	23	39	1	0	0	0	63	6.3	2.1	1.3	0.5
10	22	4	55	1	0	0	82	7.1	1.9	2.1	1.4
11	4	7	11	63	7	0	92	8.0	1.5	2.7	1.4
12	0	0	0	6	12	1	19	8.4	0.7	3.4	0.7
TOTAL	49	50	67	70	19	1	256*	7.3	1.9	2.2	1.3

*Data were missing for 19 students.

- The mean years of education in the native country ranged from .3 (s.d.± 2.1) for ninth graders to 8.4 (s.d.± 0.7) for twelfth graders.
- The mean years of education in the United States ranged from 1.3 (s.d. ± 0.5) for ninth graders to 3.4 (s.d.± 0.7) for twelfth graders.

III. FINDINGS

This section is based on data taken from documents made available during a visit by the evaluation team, interviews, classroom observations, and an analysis of student achievement data. Findings are presented by the objectives that were stated in the project proposal and approved by the Office of Bilingual Education and Minority Languages Affairs of the United States Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, students will master an average of one English syntax objective per 20 days of instruction.

All program students were required to take E.S.L. and E.S.L. reading daily. The program offered elementary, intermediate, and advanced levels of E.S.L. and when students completed advanced E.S.L., they were offered a transitional E.S.L. course, after which they were placed in mainstream English. Students were placed according to their linguistic level, teacher-made exams, teacher evaluations, guidance referrals, and interviews. Elementary and intermediate E.S.L. students received three periods of instruction per day; advanced and transitional students, two periods.

A member of the evaluation team observed a beginning E.S.L. class. Eleven students of a registry of 14 were present. The majority of students were Cambodians. The text was English Step by Step, by Boggs and Dixon. The teacher noted that she often had

to supplement the text with hands-on techniques and blackboard drawings. The "aim" of the class was to study antonyms. The teacher displayed cards with adjectives written on them and asked the students to volunteer the correct antonym, in unison at first, and then individually. The teacher then proceeded to use the adjectives and their antonyms in sentences.

While the teacher conducted the class the paraprofessional sat in the rear of the classroom correcting tests. Later, when the teacher had given the students mimeographed exercises to work on, the teacher and the paraprofessional both walked from desk to desk to provide help to the students and check their work.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST).

The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructinal objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and master of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest) (.96)
Level 2 -- pretest (.94)/posttest) (.95)
Level 3 -- pretest (.91)/posttest) (.91)

posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month were calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 5 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 58 percent in the fall and 59 percent in the spring.

Examination of Table 5 reveals that the program objective was achieved since students mastered an average of more than one English syntax objective per 20 days of instruction.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	50	7.2	5.6	11.6	6.4	4.4	3.6	1.7
2	34	11.1	5.6	15.5	5.0	4.4	2.4	1.7
3	22	7.5	3.0	10.2	2.9	2.6	1.4	1.0
TOTAL	106	8.5	5.4	12.6	5.8	4.0	2.9	1.5
				SPRING				
1	51	10.2	6.8	14.7	6.8	4.5	3.0	1.8
2	38	11.4	5.9	15.7	5.2	4.2	3.2	1.7
3	23	7.6	3.3	10.4	3.2	2.8	1.7	1.1
TOTAL	112	10.1	6.1	14.1	6.0	4.0	3.0	1.6

- Program students achieved the objective of mastering one CREST skill per 20 days of instruction.

NATIVE LANGUAGE ARTS

-- As a result of participating in the program, Spanish-speaking students will show statistically signigicant gains on La Prueba de Lectura.

Spanish

The foreign languages/bilingual education department offered 12 Spanish-language courses to both native and non-native speakers. All Hispanic program students were enrolled in the native language sequence. Placement was based on performance on La Prueba de Lectura and teacher evaluations. Spanish classes included classes for illiterate Hispanic students, classes for slow learners, four levels of regular Spanish instruction for Hispanics, and an advanced placement class.

A member of the evaluation team observed a session of intermediate Spanish. The aim of the class was vocabulary taken from a short story, Ana Maria Matute's "El gran vacio," which had been assigned the previous day. The story was from the textbook Cuentos de hoy, which consists of nine contemporary short stories plus explanatory materials. The class was held entirely in Spanish. After some initial restlessness the students became attentive and the class proceeded smoothly save for one interruption -- a student whom the teacher noticed crying silently. The teacher halted the lesson briefly to ask another student to escort the distressed student to the counseling office. (After class, the teacher explained that many students were from broken homes and often had serious personal problems that affected their performance in school.) As the students read the short

story the teacher called their attention to certain words, defined each one, and asked the students to use them in sentences based on their own life experiences. Judging from the eagerness with which the students volunteered sentences and their sophistication, this was a very effective motivational tactic.

Khmer

The original project proposal had called for native language arts instruction in Khmer, but the continuing lack of a qualified instructor made this impossible. However, the program was fortunate to have the services of two Khmer-speaking paraprofessionals who assisted students in courses taught in English.

Student Achievement in Spanish

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura* Level 3, Forms A and B. The Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered to 109 students in the fall and 139 students in the spring. Complete data on both tests were available for 73 program students enrolled in Spanish native

*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

language arts classes. Because the publishers recommend local norms and programs do out-of-level testing, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 6.

Statistical significance of the mean gain was determined through the correlated t-test model, which demonstrates whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proprotion of students making gains.

Examination of Table 6 reveals that the pretest mean was 65.9 and the posttest mean was 69.6. The mean gain was 3.7, which was statistically significant, thus meeting the program objective.

TABLE 6

Results of La Prueba de Lectura

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	GAIN Mean	GAIN S.D.	Proportion Making Gains
3	73	65.9	14.8	69.6	14.0	3.7*	3.7	88

*Statistically significant at the .05 level.

- On the average, program students made significant gains on La Prueba de Lectura, thus meeting the program objective.

CONTENT-AREA SUBJECTS

-- At least 70 percent of the students enrolled in mathematics courses will attain the criterion level set on teacher-made tests.

-- At least 70 percent of the students enrolled in keyboarding or computer courses will attain the criterion level set on teacher-made examinations.

Mathematics, Science, and Social Studies

For Hispanics, Project TEACH offered bilingual instruction in science, social studies, and mathematics. A member of the evaluation team observed a Regents biology class. The class was taught primarily in English, although a review was reportedly conducted in Spanish once a week to help ensure that all the students understood the subject matter. The teacher told a member of the evaluation team that the class stressed the use of English because the biology Regents is offered only in English.

An American studies class also was observed. The class was for the most part conducted in Spanish, but new concepts were translated into English and written on the blackboard. The subject was the establishment of the Jamestown colony. The teacher presented the topic skillfully, drawing parallels between migration in contemporary and colonial times. The students eagerly compared their migration experience with that of the pilgrims and engaged in a lively discussion of the events surrounding the establishment of the Jamestown colony.

Finally, a member of the evaluation team visited a mathematics class for Hispanic students. The aim of the class was to study decimal fractions. The teacher's presentation was

well organized, and the students were attentive and disciplined. Directions were given in English but translated into Spanish at the request of individual students. New subject matter was presented in Spanish and then translated into English. In addition to content, the teacher explained culturally bound differences in mathematical notation, such as the differing use of commas and periods in English and Spanish numerical systems.

Keyboarding and Computer Literacy

A member of the evaluation team observed two keyboarding classes and one computer class. Keyboarding was a prerequisite for computer classes because it enabled students to develop the keyboarding facility necessary for operating a computer. One of the two keyboarding 1 classes observed had a large number of Asian students. The teacher said that despite their rapid development of manual facility, many Cambodian students had to repeat keyboarding 1 because their English skills were weak. A Khmer-speaking paraprofessional was available to assist the Cambodian students.

The other keyboarding 1 class consisted almost exclusively of Hispanic students. The text used was Type Right: A Complete Program for Business Typewriting. The class was conducted in English. The teacher told a member of the evaluation team that she used Spanish only if students said they could not follow her English. The lesson focused on the mechanics of keyboarding, the development of speed, and acquisition of keyboarding terminology. The last part of the class was devoted to a series

of speeded exercises, in which the students participated enthusiastically. After each one, individual and group achievement were recorded on the blackboard.

The computer class was held mainly in English. For the most part, the students understood the teacher's presentation; he used Spanish whenever the students did not understand him in English. The teacher was very knowledgeable and an extremely effective communicator. The aim of the class was to write and document a program to calculate a business's total sales for the week and its average daily sales. The problem was discussed by the teacher and students; on the basis of this discussion, a list of variables and computer commands were listed on the blackboard. After the teacher made sure that the students understood the technical and conceptual issues, the students proceeded to type the necessary input for solving their two problems. The teacher told a member of the evaluation team that he emphasized the varied applications of the program they were learning, such as the calculation of perimeters and areas. Thus, in addition to teaching computer skills, the course reinforced the knowledge students were acquiring in their math classes.

Achievement in Mathematics and Computer Courses

Table 7 presents the passing rates for program students in mathematics, keyboarding, and computer courses each semester. A weighted average for the year was also computed.

Examination of Table 7 reveals that students met the program objective of a 70 percent passing rate in computer and keyboarding

courses both semesters, but that the objective was not achieved in mathematics either semester.

TABLE 7

Passing Rates in Mathematics and Keyboarding/Computer Courses

	FALL		SPRING	
Course	Number of Students	Percent Passing	Number of Students	Percent Passing
Math	169	56.2	180	59.4
Computer Literacy/ Keyboarding	162	92.6	179	96.1

*Math courses included remedial math, fundamental math 1-3, sequential math 1-3, R.C.T. preparation, and computer assisted math.

- The project objective of a 70 percent passing rate was surpassed both semesters in computer and keyboarding courses, but it was not achieved in mathematics either semester.

ATTENDANCE

-- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

The bilingual office staff closely monitored attendance. If a student was absent repeatedly, the family assistant followed up with phone calls and home visits. The school also used a taped phone message machine to make wake-up calls to students who were chronically late.

Most cases of dropout were the result of family moves, presumably back to Puerto Rico or the Dominican Republic. In some cases, chronic absences were the result of a student's need to work to help support his or her family. In such cases, the program tried to help the student find a part-time job which would enable the student to continue attending high school.

Many of the activities offered by the bilingual office were used to buttress students' self-assurance and sense of identity. For example, the project published a magazine containing students' poems and essays. (See Appendix C for samples of the students' work.) It is perhaps worthy to note that the Cambodian students' work abounds in references to the violence they experienced under the Pol-Pot regime, and the Hispanic students' work stresses the poverty of the homeland and motherly love.

Attendance Outcomes

Since the school's attendance rate includes the attendance of program students, statistical significance between program and

school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than can be expected variation.

Program students had an attendance rate of 90.9 percent, 15.1 percentage points above the schoolwide attendance rate. The results of the z-test (z=5.7) indicated that the difference in attendance rates is statistically significant at the .05 level. Thus, the program objective was met.

STAFF TRAINING

Although there was no evaluation objective in this area, project staff members participated in a variety of staff development activities. According to school records, the program's bilingual educational assistant, the family assistant, and one Spanish teacher were studying at Lehman College; the bilingual secretary was studying at Queens Community College; and a math teacher was attending City College.

The project director attended several school workshops and conferences offered by the Office of Bilingual Education, a Title VII proposal workshop at the New York State Education Department, O.E.A.-sponsored evaluation workshops, and the Title VII Management Conference at OBEMLA.

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*Bruning, J.L. and Kintz, B.L., Computational Handbook of Statistics, (Glenview; IL: Scott, Foresman and Company, 1968).

The staff also attended several in-service activities, including monthly faculty meetings; monthly foreign language departmental meetings; orientation meetings; workshops on motivation techniques in the classroom, increasing teaching effectiveness, math and computer skills, lesson planning and classroom management, and a special Crack workshop.

Staff members also were involved in the development and adaptation of the following curricula and material: "Writing Workshop for LEP students," "Grammar Points - Short Readings," "Writing for LEP students," "Grammar for Native Speakers," and "Exercises for Bilingual Global History."

PARENT PARTICIPATION

Although there was no objective in this area, according to the project director, over 60 percent of the students' parents had come to the school or been contacted at home regarding their children's progress.

Parents also came to school to participate in regularly scheduled parent-teacher conferences and evening or afternoon E.S.L. classes.

IV. CONCLUSIONS AND RECOMMENDATIONS

In its third year of operation, Project TEACH appears to have been successful in providing high-quality services to its students. The evidence indicated that the project's instructional goals were achieved in English as a second language, Spanish language arts, computer literacy/keyboarding courses, and attendance.

All interviews with instructional and non-instructional staff, as well as with the school principal and A.P.s revealed that the project was being smoothly administered and implemented effectively.

The project coordinated its offerings and services with the schoolwide program and generally developed productive relationships with mainstream staff members. Teachers and paraprofessionals indicated considerable satisfaction with the effect that the project was having on students' progress. The students themselves expressed strongly positive feelings about the project and their high attendance rates were evidence that they were strongly motivated.

In addition to its instructional services, Project TEACH provided badly needed support to students who had suffered tremendous emotional upheavals because of displacement, separation from families, and adverse economic circumstances.

The project's major weakness was its continuing inability to recruit a teacher to provide bilingual instruction to Cambodian students.

RECOMMENDATIONS

The evaluation team urges the program to continue its efforts to locate a Khmer-speaking teacher. The following might be of assistance in recruiting a teacher: sociology departments of Fordham and New York Universities; the U.S. Department of State and the Center for Applied Linguistics both in Washington, D.C.; the Board of Education of Providence, Rhode Island (where some 3,500 Cambodians reside); and the Chinatown Manpower Project and the Cambodian Women's Project, c/o The American Friends Service Committee, both in New York City.

V. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
A.D. Foreign Language French Teacher	60% 40%	B.A., M.A. French Administration & Supv.	Y	32 years	32 years
Title VII Project Director Bilingual Coordinator	50% 50%	B.A., M.A. Span. Sec. Ed. Adv. Cert. Admin. & Supv.	Y	17 years	17 years
Bilingual Guidance Counselor	100%	B.A., M.A. Spanish M.A. Guidance	Y	22 years	22 years
Bilingual Guidance Counselor	100%	B.A., M.A. Spanish M.A. Guidance	Y	14 years	14 years
ESL Teacher (Reading) Spanish Teacher	40% 60%	B.A., M.A. Spanish	Spanish/ESL Y N	14 years	14 years
ESL Teacher (Reading) Spanish Teacher	60% 40%	B.A., M.A. Spanish	Spanish/ESL Y	9 years	9 years
Spanish Teacher	100%	B.A.,M.A. Spanish	Y	17 years	17 years
ESL Teacher	100%	B.A., M.A. Spanish/ESL	Y	12 years	12 years
Math Teacher/Spanish	60% 40%	B.A., M.A. Spanish	Y	16 years	16 years
Bil. Math Teacher	100%	B.A. Math	Y	1 year	1 year
Attendance Coordinator Spanish Teacher	60% 40%	B.A., M.A. Spanish	Y	22 years	5 years
Vietnamese Teacher French & ESL Teacher Reading	60% 20%/20%	B.A., M.A., French, ESL	Y	5 years	5 years
Bil. Dean ESL	60% 40%	B.A., Social Studies	Y	6 years	6 years
Bilingual Social Studies(Spanish) Teacher	100%	B.A., M.A. Social Stud.	Y	12 years	12 years
Bilingual GED Teacher Spanish Teacher	80% 20%	B.A., M.A. Spanish	Y	7 years	7 years
Bilingual Social Studies(Spanish) Teacher	100%	B.A., M.A. Social Stud.	Y	17 years	17 years
Bilingual Science (Spanish) Teacher	100%	B.A., M.A. Gen.Sci/Bio	Y	22 years	22 years
Bilingual Resource Teacher Spanish Teacher	40% 60%	B.S., M.A. Spanish	Y	12 years	12 years
Bilingual Social Studies ESL	80% 20%	B.A. Social Studies	Y	2 years	2 years
Science Teacher	100%	B.A. Spanish	Y	2 years	2 years

BEST COPY AVAILABLE

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
FSL Teacher	100%	B.A., M.A. ESL	Y	15 years	15 years
FSL Teacher	100%	B.A., M.A., Eng. & ESL	Y	12 years	12 years
FLA Teacher FSL Teacher	60% 40%	B.A., M.A., Spanish	Y	17 years	17 years
FSL Teacher	100%	B.A., M.A., Spanish/ESL	Y	22 years	22 years
ESL Teacher	100%	B.A., M.A., ESL	Y	12 years	12 years
ESL Teacher	100%	B.A., M.A., German/ESL	Y	7 years	7 years
ESL Teacher & ESL Coordinator	60%/40%	B.A., M.A. French/ESL + 30 Admin.	Y	22 years	22 years
ESL Teacher	100%	B.A., M.A. ESL	Y	10 years	10 years
Spanish Teacher ESL Teacher Reading	80% 20%	B.A., M.A. Spanish	N	22 years	4 years
GED Teacher/Spanish Teacher	80%/20%	B.A. Spanish	Y	2 years	2 years
ESL Teacher	100%	B.A., M.A. ESL	Y	9 years	9 years
Bilingual Math Teacher	100%	B.A., M.A. Phd. Italian/Math	Y	7 years	7 years
Bilingual Math Teacher	100%	B.A. Math	Y	1 year	1 year
ESL Para	100%	90 College Credits	———	13 years	13 years
FSL Para	100%	75 College Credits	———	6 years	6 years
ESL Para	100%	12 College Credits	———	15 years	15 years
FSL Para	100%	120 College Credits	———	15 years	15 years
ESL Para	100%	75 College Credits	———	13 years	13 years
FSL Para	100%	45 College Credits	———	5 years	5 years
Title VII Educational Para	100%	90 College Credits	———	18 years	18 years
Title VII Educational Para	100%	90 College Credits	———	5 years	5 years
Title VII Family Assistant	100%	84 College Credits	———	2 years	2 years

APPENDIX B

HONORS & AWARDS

FOREIGN LANGUAGE/BILINGUAL DEPARTMENT

A. PAN AMERICAN SOCIETY AWARD FOR EXCELLENCE IN SPANISH STUDIES:
BENIGNA REYES

B. OUTSTANDING GRADUATE FROM THE BILINGUAL PROGRAM
SPANISH.....MINERVA CUETO
VIETNAMESE.....THUY B. NGUYEN
CAMBODIAN.....MUY LENG KUOCH

C. CERTIFICATE OF MERIT FOR EXCELLENCE IN BILINGUAL STUDIES:

DANIEL ACOSTA	NANCY ORTIZ
JORGE JARA	JOSE PENA
MUY LENG KUOCH	BENIGNA REYES
DUNG LE	ODIR STAYNER
VU THE LY	CHHOURN TEA
DUNG HOANG NGUYEN	WILLIAM TIRADO
TIEN DUC NGUYEN	SANTIAGO TORRES
THUY BICH NGUYEN	

D. GOLD MEDAL FOR EXCELLENCE IN SPANISH 5 YEARS:
BENIGNA REYES

E. GOLD MEDAL FOR EXCELLENCE IN SPANISH 4 YEARS:
SHIRLEY MORALES
BENIGNA REYES

F. SILVER MEDAL FOR EXCELLENCE IN SPANISH 4 YEARS:
WILLIAM TIRADO

G. GOLD MEDAL FOR EXCELLENCE IN SPANISH 3 YEARS:
JESSICA RIVERA
SANTIAGO TORRES

H. SILVER MEDAL FOR EXCELLENCE IN SPANISH 3 YEARS:
MARIA JARA

I. SILVER MEDAL FOR EXCELLENCE IN SPANISH 2 YEARS:
MUY LENG KUOCH

J. GOLD MEDAL FOR EXCELLENCE IN FRENCH:
DUNG LE

K. GOLD MEDAL FOR EXCELLENCE IN ENGLISH AS A SECOND LANGUAGE:
MINERVA CUETO

L. SILVER MEDAL FOR EXCELLENCE IN ENGLISH AS A SECOND LANGUAGE:
DUNG LE

M. COLUMBIA AWARD FOR PROFICIENCY IN ITALIAN:
MARIA SETTEMBRE

UNITED FEDERATION OF TEACHERS SCHOLARSHIPS

MINERVA CUETO	TIEN DUC NGUYEN
DUNG HOANG NGUYEN	WILLIAM TIRADO
THUY BICH NGUYEN	

BILINGUAL PROGRAM T. ROOSEVELT HIGH SCHOOL

LA SOLEDAD DE AMERICA LATINA

Aprovechando su fama de escritor latino-americano, expreso sus ideales sobre la injusticia en nuestra América Latina el día en que se le otorgó el premio Nobel de literatura.

El cree que la América Latina es autosuficiente; de que ella es capaz de sobresalir tanto literariamente como políticamente. No es necesario que extranjeros tomen poder y se apoderen de nuestras propiedades privadas para explotarlas y dejarnos sin nada con que desarrollarnos.

Hay que dejar a la opción del pueblo su credo y partido. No tiene ninguna noción, por grande que sea, que entremeterse en nuestros asuntos internos.

La historia de America Latina es sangrienta y pavorosa. Las injusticias sociales que se llevan a cabo en muchos de nuestros países nos atemorizan. Millones de personas han muerto por el interés de unos pocos. ¿Es eso justicia?

Todos soñamos con una paz mundial. Los mártires y heroes la soñaron y ahora, nosotros. Así mismo, Gabriel García Marquez. El sabe que algún día, será posible la felicidad y todos los condenados a cien años de soledad tendrán una segunda oportunidad en la tierra y abundarán los ríos de leche y miel. La realidad será realidad y no más, terrible y horrorosa.

Cesar López
Ex-alumno/1985

SUENO

Junto caminamos,
Un camino recorrimos.
Tu mano sobre la mía;
Tu mirada buscaba la mía
y un beso a la luz del día;
Un sueño, sólo soñado y un
despertar emocionado

Maeitza García
10L41

THE SADDEST DAY OF MY LIFE

The war ended many years in Cambodia. The sound of bombs was about a hundred meters away. People ran in all directions to find a place to hide. Anyway, the children cried and yelled. This made the situation more uncomfortable and very noisy.

A trembling hand held my arm tightly. It was the hand of my mother. With trembling hands, my mother and I kept praying until one hour later; the bombs stopped.

However, the communists won the war (absolutely). Everything changed. The new communist president had the power. They didn't care about people. Instead, they were very, very savage. They forced all the people to work awfully hard. They liked to kill people. Even though I was ten years old, this crazy and powerful communist president forced me to go away from my family to live with a group of children and work during day and night. They didn't give us enough food to eat. In addition, there were no schools for us besides working.

These incidents seem to me like a moment ago. This made my life full of worries and hopes in the past.

Prim Peov
LBW2-03

LA VIDA EN MI PAIS(REPUBLICA DOMINICANA)

La vida en mi país no es muy biena por la razón de que la miseria y el hambre abundan mucho. Donde abunda mucho el hambre, no se puede ser feliz.

Mi país es muy distinto a éste. Aquí, se ayuda a los que lo necesitan. Al contrario, en mi país, no hay nadie que ayude a todos estos niños muertos de hambre que a veces pasan días enteros sin probar ni un pedazo de pan. Hay unos que hasta se mueren del hambre y no sólo eso; en mi país, tratan de pisotear a los que tienen menos.

Los que tienen más siempre quieren más sin pensar en los que no tienen nada. Para mí, eso es una injusticia muy grande la que se comete en mi país. Yo espero que algún día, mi pais cambie el sistema de vida y que haya menos hambre y miseria.

Termino aquí con la esperanza de que mi país mejore y cambie el sistema de vida para que no haya tanta injusticia para tantos desafortunados.

Yocelín Pichardo
10L42

A TERRIBLE TAKEOFF

My brother and I took a trip to Miami last summer. This is a true story. I will never forget it.

My grandparents live in Miami and they wanted us to go to visit them. We thought about the beaches, beautiful girls and the wonderful climate so we decided to go visit them.

We had a reservation on an early flight to Miami. We woke up before the sun rose. We were the happiest brothers in the world that morning. We called a friend to drive us to the airport. On our way to the airport, we had a flat tire. We missed our flight. We had to wait for three hours for another one. When we finally got to Miami, our grandparents were not there at the airport.
They had waited for us too long so they left. We called them to come back to pick us up. We ran to greet them. We hugged and kissed them.

We stayed there for about a month. We wnjoyed the beautiful girls and the wonderful beaches. We especially enjoyed our grandparents. They told us all kinds of stories, some sad, happy and exciting.

Time passed by fast. We had to come back to our home. I wasn't very happy when we had to leave but I told them we enjoyed their wonderful place. We decided to visit them somehow next summer or they might visit us.

Watana Prum
LE5R06

LIFE IN THE POL POT REGIME

I would like to tell you something that I can never forget in my life Everything I tell you is true. I hope you'll think about this when you hear about the Pol Pot communist regime.

Most of the people who held power in this regime were ignorant and uneducated. They didn't know how to read or write.

In the Cambodian Republic that was controlled by Lon Nol, I live in Phnom Kropeur Village in Battambang province. It was 1975 and I was 9 years old. Then the Pol Pot regime replaced the Cambodian Republic. As a result, all people had to move from the city to the mountains and we had to sleep out doors in small tents. I was sent to another village; Truckau village. It was about 100 miles from the city.

I was separated from my family and I had to work hard in the rice field every day. They did not give us enough food to eat nor did we have time to sleep. I was very miserable. During this time, families could be reunited only one or two times each month. If people did not follow the rules, they would be killed. People were accused of joining with the enemy. Another bad law said that girls and boys, men and women were not allowed to talk to each other because they didn't allow love in that country.

In 1979, there was a war between Vietnamese and Cambodian Soldiers. The Cambodians lost their discipline so they lost the war. Vietnam defeated Cambodia.

During the time when Vietnam invaded Cambodia, people were starving and they fought each other to protect their families. This new regime was controlled by Heng Sam Rin. They were Communist too but there was a little freedom. This new regime still killed too many people.

In this regime, they forced me the same as in the Pol Pot regime. However, there was a little freedom but people were still unhappy because they considered that the Vietnamese were still the adversary. They believed what ancient history taught them; that Vietnamese soldiers invaded Cambodia and killed so many people they committed infanticide. I left Cambodia because I heard about a refugee camp run by the United Nations Food & Agriculture Organization at the border of Cambodia and Thailand. I had to run away from Cambodia with my family. I spent 4 days to cross the border. Luckily we made it. I thought Vietnamese people were my enemies for a long time but now, they are my friends but war is terrible.

Rann Chhen
LE3R05

-EL RETRATO DE MAMA-

Cuando nos mudamos de nuestra casa y se recoge todo lo que hay en ella, mi hermano lleva todas las joyas y las prendas.

Le pregunto por la joya más valiosa y más preciosa. El me dice, "¿Cuál joya?" y yo le respondo, "El retrato de mamá". Esa joya más preciosa, que hermosa es. Es la más valiosa. Es, "El retrato de mamá". El retrato de la "vieja", no lo quiero perder. Esa será mi joya y la vida de mi ser. Es un cuadro hermoso "el retrato de mamá". Cuanto quiero ese retrato que recuerda a mi mamá.

Carlos M. Santiago
OTIS-09

-PARA TI, MADRE-

Todo mi amor, toda mi vida, todo lo que tengo es para tí, madre. Todo el amor del mundo te lo mereces tú. Todo lo que haya en mi ser es para tí. Madre, este amor tan grande te lo quiero ofrecer a tí. Te lo quiero dar; todo lo que haya en mí. Mi amor por tí nunca lo he de perder. Te lo daré a tí: este amor, esta felicidad es todo para tí, madre. "Te quiero."

Carlos M. Santiago
OTIS-09

SANTO DOMINGO

Según mi forma de pensar, la versión del merengue es original de Santo Domingo y en cierto punto, de Puerto Rico.

Por la forma en que se le da la fama que los mejores cantantes del merengue en la actualidad son de Santo Domingo por su forma de expresar los sentimientos y pensamientos y cosas que les suceden en su vida privada.

Pero en la actualidad, el merengue es mezclado con otras clases de sonidos como la conga y lo hacen porque es lo que al público le gusta.

Santo Domingo, según mis conocimientos, es una bella ciudad llena de cultura y panoramas que al verlos causan admiración por su forma representativa. Lo único que lo daña es su economía y pobreza como le llaman normalmente Pero, eso sucede en todos los países de habla hispana en la actualidad porque los países de habla hispana, cuando exportan algo, no le ponen el precio de su país sino que el precio del país que recibe la exportación el cual es el que se encarga de ponerle el precio. Es una norma absoluta. Por eso es que los países latinos no progresan ni progresarán por esa forma hasta el cambio de esa norma.

Eddie Máximo
9L41

-MI PADRE-

Dicen que mi padre fue muy valiente.
Eso es algo que ni el mismo siente.
Aunque nunca tuve el placer de conocerlo.
Creo que continuaré mi vida sin tener que verlo.

Muchas historias de ese hombre me han contado.
Demasiadas cosas que a mi mente han disgustado.
Haber abandonado a su esposa y dos niños pequeño
Sin saber si ellos realizarían sus suenos.

Para demostrarle a ese "don" que ninguna falta nos hace.
Llegaremos a nuestra meta, "pase lo que pase".
Nos vengaremos de todas las que le hizo a mi madre.
Porque un individuo asi no se llama padre.

Mucha gente puede pensar diferentes cosas.
Pero yo no; mi vida no ha sido color de rosas.
Yo veo las cosas desde mi propio y distinto punto .
Y "Que Dios te perdone" pero a mi padre.....

Robert Rullán
LS7

A CLASS TRIP

Yesterday, we had a trip to Westchester Community College. We were 30 students and our counselor, Mrs. Sara Narvaez.

The bus in which we traveled arrived at nine o'clock in the morning but the driver didn't know the route so he called for information.

Everything was going fine until the bus started to move to the sides and make strange sounds.

After one hour of difficulties, we arrived at the college. The conference had started already but it was not a problem. A lady took care of us and divided us into four groups according to what we wanted to know about.

Then they gave us lunch and we started the way back to the bus. When we got there, the driver told us that the bus had broken down and that we had to use another one but this other bus was out there too.

First, we had a lot of trouble finding the way out and then, the driver discovered that the brakes weren't working well. We had to stop on the side of the highway and a mechanic tried to fix the problem but he couldn't. After a few minutes of running, the bus had the same problem again.

To complete the day, the highway was very busy and it was because of construction. Only one of three lanes was open.

At last, we arrived at Roosevelt at 2:49 P.M. and everybody went home.

Edwin Amaya
LE5R04

CADA QUIEN CON SU PUNTO DE VISTA

Muchas veces me he puesto a pensar y aún
no logro entender el por qué; el por qué
siempre me has visto como un animal.

Desde un principio, me esclavizaste a tí.
Me negaste mis derechos de ser humano;
De comer, me diste tus migajas.
Dime, ¿Qué tengo yo diferente a tí?
Claro, el color de mi piel.
Tú eres blanco; yo soy negr

Si, tú piel puede ser mejor que la mía,
Pero no por eso eres superior a mí.
Por mis venas corre sangre también.
Siempre creíste saberlo todo pero,
ahora les hemos demostrado que nosotros
tambien sabemos hacer lo vuestro.

¿Por qué en vez de unirnos, nos separamos más
día a día?
¿Por qué no te fijas en lo bueno que hay en
mí y no en mis defectos?
Qué distinto sería nuestro mundo si en el
hombre existiera un poco de amor para sus
semejantes.

Yadira Mayorga

LA CULPA NO FUE MIA

Señor, ¿Por qué estoy sola?
¿Por qué en vez de tenerme sufriendo,
no me llevas contigo?
Yo no tengo la culpa de haber nacido,
y de que mi madre me haya abandonado como
a un objeto.
Señor, dime donde está mi felicidad.
¿Donde la puedo encontrar?
Desde muy pequeña la perdí y ésa es la
causa por la que no quiero vivir.
Doy lástima a todo el mundo.
Tengo hambre; tengo frío,
más no tengo dónde ir ni qué comer.
Por casa, tengo la calle y por comida, las
compasiones de los demás.
Señor, me da envidia al ver a las otras
niñas tomadas de la mano de sus madres con
una sonrisa en sus labios y con un vestido
bonito sobre sus cuerpos.
¿Por qué Dios mío?!
¿Por qué no me diste la oportunidad de ser
una de ellas?
Qué distinto sería todo si mi madre me hubiera
querido.

Yadira Mayorga

MI SUEÑO

En la soledad de la noche,
vienen a mi pensamiento;
A veces puedo escapar de ellos
pero otras veces, me envuelven
con sus encantos.

Es hermoso soñar.
Lo triste es saber que no todos
esos suenos se te hacen realidad.
Desde muy chica, he sonado con
convertirme en una gran mujer.
Me he fijado metas y algunas ya
las he logrado alcanzar.

A veces me pregunto quién real-
mente soy.
Sé que me llamo "Yadira", pero
no sé qué hay en lo profundo de
mí.
Hay días en que la vida la miro
hermosa y doy gracias a Dios por
ella, pero hay momentos en que
quisiera morir porque no le hallo
sentido a mi existir.

¿Qué irá a ser de mí en en futuro?
No lo sé, pero pondré esfuerzo y
empeño para realizar el sueño
más hermoso de mi vida:
SENTIRME REALIZADA COMO MUJER.

Yadira Mayorga

PERSEVERANCIA

Perseverar es alcanzar algo muy bello;
es soñar y alcanzar algo mejor;
es alcanzar algo muy grande en esta vida,
como tener a todo el mundo en comunión.

Cada vez que nace un ser, nace una vida
que vendrá a este mundo a luchar también,
y siga adelante con la vida;
y en su mente lleve el camino del bien.

Si el mundo cambiase por completo
y dejase ese continuo proceder,
y la gente con el tiempo comprendiese
lo importante y valioso que es querer.

Nuestro mundo actualmente está confuso;
todo cambia en la contaminación,
y la humanidad se acaba poco a poco.
¿Dónde están la juventud y la nación?

Cuando el mundo esté cambiado por completo,
y con el tiempo, ya no exista más maldad,
viviré orgullosa dando las gracias al
potente y grandioso creador;
el que hizo los cielos y la tierra
y su nombre tan apreciado es DIOS.

Josefina Columna
9G62

MY DAYS IN THE WOODS

"My days in the woods" refers to my week-end trip in May.

When my friends and I reached the woods, we had to climb a mountain to reach our campsite which was three miles away. It was already pitch dark. Therefore, you couldn't see anything.

When we reached the top of the mountain, we pitched our tents and by the time we finished, it was almost sunrise.

When we got up in the morning, we hiked to the top of the mountain just for fun. We went back to our campsite about three or four hours later.

The following day, we went canoeing and it was terrific because it was my first time. Two of my friends fell into the water. It was too bad for them because their back-packs and sleeping bags got all wet. After that, our group went to Word of Life which is a Christian college where you can live and study for three or four years. We had a Christian service there and...

MY DAYS IN THE WOODS (con't.)

by the time we finished, it was time to come back home.

It was a good weekend; friendly and with good feelings.

Ulisses Hernández
LE3R05